

Year 1			
Focussed Enquiries	Changes within living memory – toys	Significant individual locally  Grace Darling	Significant places locally - Auckland Castle.  History On My Doorstep
What and Why?	Pupils will develop an awareness of the past by identifying similarities and differences in toys from now and then. They will look at what they are made from and how they work. Focussing on what has changed and what has stayed the same. The children will work with historical artefacts and visit a toy museum.	Children will learn about Grace Darling. Looking at her life in the North East and her heroic deeds. Learning what made her famous and why we still remember her today. We will compare aspects of her life and how we live today. Children will learn and use historical terms to describe the past.	Children will investigate Auckland Castle as a significant place in our local area. Through this they will develop an awareness of the past using common words and phrases to describe the passing of time. Again they will look at similarities and differences between past and present. Through the focus on Auckland Castle the children will explore the vast heritage we have 'on our doorstep' and encourage them to look at the history around them.
Skills Covered In Each Unit			
	<p><b>Similarities/Differences</b> I can identify similarities and differences between ways of life in different periods, including my own life.</p> <p><b>Continuity and Change</b> I can discuss change and continuity in an aspect of life e.g. holidays.</p> <p><b>Historical Terms and Enquiry</b> I can use historical terms e.g. a long time ago, recently, decades, centuries. I can ask and begin to answer questions about events.</p>	<p><b>Similarities/Differences</b> I can identify similarities and differences between ways of life in different periods, including my own life.</p> <p>I can recognise why some events happened</p> <p><b>Historical Terms and Enquiry</b> I can use historical terms e.g. a long time ago, recently, decades, centuries. I can ask and begin to answer questions about events. I understand some ways we find out about the past. E.g. artefacts, stories, pictures, websites.</p> <p><b>Significant Events</b> I can recognise and make simple observations about who was important in a significant event.</p>	<p><b>Similarities/Differences</b> I can recognise why some events happened</p> <p><b>Continuity and Change</b> I can discuss change and continuity in an aspect of life e.g. my local area.</p> <p><b>Historical Terms and Enquiry</b> I can use historical terms e.g. a long time ago, recently, decades, centuries. I understand some ways we find out about the past. E.g. artefacts, stories, pictures, websites. I can ask and begin to answer questions about events.</p>
Chronology	<p><b>Across all focussed enquiries and History study in Year 1</b> I can begin to use dates.</p> <p>I can develop an awareness of the past using common words and phrases relating to the passing of time. I can identify ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays.</p>		
Interpreting History			

Year 2			
Focussed Enquiries	Significant individuals Florence Nightingale	Events from beyond living memory Gunpowder Plot / The Great Fire of London.	Changes within living memory Holidays now and then
What and Why?	<p>Who was Florence Nightingale? Why do we remember her?</p> <p>We learn about Florence Nightingale and will ask questions about her. Through learning about the events in Florence's life, we will learn about major events in the past. The children will look at similarities and differences between hospitals, medical support and staff today and in the past. Chronology of events is a large part of our learning- events happening in time order.</p>	<p>What events in the past do we still remember and why?</p> <p>The children will explore key features of these famous events in history and their impact on London and the people who lived there. Using a variety of sources, the children will explore what life was like, how it differs or is similar to today. The children will learn key dates and facts from the time.</p>	<p>How do things change over time?</p> <p>The children will develop and awareness of the past using words relating to the passing of time. They will be taught about changes within living memory- focussing on holidays in the past. Holidays chosen as the focus of study because the concept of 'going on a holiday' is familiar to most children therefore is something they can confidently make comparisons.</p>
Skills Covered In Each Unit			
	<p><b>Significant events</b> I can recognise and make simple observations about who was important in a significant event</p> <p><b>Similarities/ Differences</b> I can identify similarities and differences between ways of life in different periods, including my own life.</p> <p><b>Causes and Consequences</b> I can recognise what happened as a result of people's actions or events.</p> <p><b>Historical Terms and Enquiry</b> I can choose and use parts of stories and other sources to show understanding of events. I understand some ways we find out about the past. E.g. artefacts, stories, pictures, websites. I can ask and begin to answer questions about events. I can use historical terms e.g. a long time ago, recently, decades, centuries.</p>	<p><b>Significant events</b> I can recognise and make simple observations about who was important in a significant event</p> <p><b>Similarities/ Differences</b> I can identify similarities and differences between ways of life in different periods, including my own life.</p> <p><b>Causes and Consequences</b> I can recognise what happened as a result of people's actions or events.</p> <p><b>Historical Terms and Enquiry</b> I can choose and use parts of stories and other sources to show understanding of events. I understand some ways we find out about the past. I can ask and begin to answer questions about events. I can use historical terms e.g. a long time ago, recently, decades, centuries.</p>	<p><b>Similarities/ Differences</b> I can identify similarities and differences between ways of life in different periods, including my own life.</p> <p><b>Continuity and Change</b> I can discuss change and continuity in an aspect of life e.g. holidays.</p> <p><b>Historical Terms and Enquiry</b> I understand some ways we find out about the past. E.g. artefacts, stories, pictures, websites. I can ask and begin to answer questions about events. I can use historical terms e.g. a long time ago, recently, decades, centuries.</p>
Chronology  InterpretingHistory	<p><b>Across all focussed enquiries and History study in Year 2</b></p> <p>I can demonstrate an awareness of the past using common words and phrases relating to the passing of time.</p> <p>I can begin to use dates.</p> <p>I can identify ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays.</p>		

Year 3			
Focussed Enquiries	Stone Age to Iron Age	Early Civilisation – Ancient Egypt.	Gaunless Valley Local History
What and Why?	We learn about how people have changed from their earliest origins. How their lives were enhanced by new discoveries, and the development of tools and weapons, through the bronze age and into The Iron Age. We discover that a range of primary and secondary sources inform us of what life was like in Britain before history was recorded.	Following our topic on Stone Age, we explore a contrasting culture outside of the UK that was at it's height within the same period of history. We compare developments in architecture, technology, beliefs across the continents at this time using timelines, as well as uncovering aspects of daily life and ritual through museum visits and real artefact handling.	How has our local area changed over time? Linking with Geography skills looking at our Local area and how industry and farming have moulded the landscape. Settlements and land use over time. We revisit the iron age, through the study of the Gaunless Valley, visiting the site of an iron age settlement. We then look at changes around this river, over periods of history - looking at it's importance to settlers and industry
Skills Covered In Each Unit			
	<b>Historical Terms and Enquiry</b> I can develop appropriate terminology e.g. empire, civilisation, monarch. I can ask and answer questions about the past. I understand that knowledge about the past is constructed from a variety of sources. <b>Causes and Consequences</b> I can identify and give reasons for historical events, situations and changes. I can describe some of the similarities and differences between different periods. <b>Similarities/Differences</b> I can describe some of the similarities and differences between different periods.	<b>Historical Terms and Enquiry</b> I can develop appropriate terminology e.g. empire, civilisation, monarch. I can ask and answer questions about the past. I understand that knowledge about the past is constructed from a variety of sources. <b>Interpreting History</b> I am aware that different versions of the past may exist and I can begin to suggest reasons why. <b>Causes and Consequences</b> I can identify historically significant people and events in situations. <b>Significant Events</b> I can identify historically significant people and events in situations.	<b>Historical Terms and Enquiry</b> I can ask and answer questions about the past. I understand that knowledge about the past is constructed from a variety of sources. <b>Interpreting History</b> I am aware that different versions of the past may exist and I can begin to suggest reasons why. <b>Causes and Consequences</b> I can identify and give reasons for historical events, situations and changes. <b>Similarities/Differences</b> I can describe some of the similarities and differences between different periods.
Chronology Continuity and Change	<b>Across all focussed enquiries and History study in Year 3</b> I can put events, people, places and artefacts on a time line. I can use correct terminology to describe events in the past. I can describe main events, situations and changes in periods of history		

Year 4			
Focussed Enquiries	Ancient Greece, life and influence	Roman Empire and its impact on Britain – local link Binchester Fort	Anglo Saxon settlement – Local Link Escomb
What and Why?	<p>Following Year 3 study of Ancient civilisation (Egypt) the children will explore</p> <p><b>What was life like in Ancient Greece and what can we learn from them?</b></p> <p>Children will learn about the terminology to describe life in Ancient Greece and how this has influenced modern life. Learn about significant people of the age and their impact on modern life (e.g. Aristotle) and events from the time (e.g. the Olympics, democracy/rule of law)</p>	<p><b>How the Romans changed things in Britain?</b></p> <p>Following on from the Year 3 study of Boudicca; the children will learn about the timing of events for the Roman invasion – who was affected and how. Use time lines to show chronology of events. Linking the invasion to local landmarks and the legacy left behind in our area (Binchester Fort) and the impact of Britain.</p>	<p><b>What happened to Britain following the Romans?</b></p> <p>Following on from the Roman study Children will learn about Anglo Saxon settlements, how people lived. Link with local village Escomb. Using Beowulf as a stimulus the children will explore Anglo Saxon life, traditions and impact on future settlements.</p> <p>They will use timelines to track chronological events over time.</p>
Skills Covered In Each Unit			
	<p><b>Historical Terms and Enquiry</b></p> <p>I can develop appropriate terminology e.g. empire, civilisation, monarch.</p> <p>I can suggest where we might find answers to questions using sources.</p> <p><b>Interpreting History</b></p> <p>I am aware that different versions of the past may exist and I can begin to suggest reasons why.</p> <p><b>Causes and Consequences</b></p> <p>I can identify some of the results of historical events, situations and changes.</p> <p>I can begin to describe historically significant people and events in situations.</p>	<p><b>Historical Terms and Enquiry</b></p> <p>I can develop appropriate terminology e.g. empire, civilisation, monarch.</p> <p>I can suggest where we might find answers to questions using sources.</p> <p><b>Historical Terms and Enquiry</b></p> <p>I can construct and organise responses by selecting relevant historical data.</p> <p>I am aware that different versions of the past may exist and I can begin to suggest reasons why.</p> <p><b>Similarities/Differences</b></p> <p>I can describe some of the similarities and differences between different periods.</p>	<p><b>Historical Terms and Enquiry</b></p> <p>I can suggest where we might find answers to questions using sources.</p> <p>I can construct and organise responses by selecting relevant historical data.</p> <p><b>Significant Events</b></p> <p>I can begin to describe historically significant people and events in situations.</p> <p><b>Similarities/Differences</b></p> <p>I can describe some of the similarities and differences between different periods.</p>
Chronology Continuity and Change	<p><b>Across all focussed enquiries and History study in Year 4</b></p> <p>I can put events, people, places and artefacts on a time line.</p> <p>I can use correct terminology to describe events in the past.</p> <p>I can begin to make links between main events, situations and changes in periods of history.</p>		

Year 5			
Focussed Enquiries	Short Study World War I	Viking and Anglo Saxon struggles for power – (Local Link Kynren)	Non-European Society – The Maya
What and Why?	Using sources like census and letters for local people the children will investigate the effect WWI had on families – their lives and relationships. They will learn key facts and dates about the conflict then pose questions to be investigated about specific families from our area.	Following the study of Anglo Saxon settlement in Year 4 children will revisit the time period to explore the power struggles of the time. Using a variety of sources as evidence they will look at the impact invaders had on the people and their way of life.	The children will study another Ancient civilisation – The Mayans. They will look at their way of life – traditions and important events for the time. They will look at how these events fit into world history. A large part of study will be posing questions to be investigated using a variety of evidence sources. (linked to Geography study of Mexico)
Skills Covered In Each Unit			
	<p><b>Historical Terms and Enquiry</b> I can record knowledge using dates and key terms appropriately I can devise, ask and answer more complex questions about the past I can select sources independently and give reasons for choices.</p> <p><b>Interpreting History</b> I understand the past is represented and interpreted in different ways and give reasons for this.</p> <p><b>Causes and Consequences</b> I can begin to offer explanations about why people in the past acted as they did.</p> <p><b>Significant Events</b> I can give reasons why some events, people or developments are seen as more significant than others.</p>	<p><b>Historical Terms and Enquiry</b> I can record knowledge using dates and key terms appropriately I can devise, ask and answer more complex questions about the past</p> <p><b>Interpreting History</b> I understand the past is represented and interpreted in different ways and give reasons for this.</p> <p><b>Significant Events</b> I can give reasons why some events, people or developments are seen as more significant than others.</p> <p><b>Similarities/Differences</b> I can show understanding of the similarities and differences between different periods.</p>	<p><b>Historical Terms and Enquiry</b> I can record knowledge using dates and key terms appropriately I can devise, ask and answer more complex questions about the past</p> <p><b>Interpreting History</b> I understand the past is represented and interpreted in different ways and give reasons for this.</p> <p><b>Causes and Consequences</b> I can begin to offer explanations about why people in the past acted as they did.</p>
Chronology Continuity and Change	<p><b>Across all focussed enquiries and History study in Year 5</b> I can put events, people, places and artefacts on a time line. I can use correct terminology to describe events in the past. I can describe and make links between main events, situations and changes in periods of history.</p>		

Year 6			
Focussed Enquiries	Local History -Football	Titanic	WW2 Local History
What and Why?	In 1909 & 1911 West Auckland were the winners of one of the first International Football Competitions. A major local event from history (after 1066) The children will learn about links to this event and footballs development in our local area. Looking at similarities and differences with the past highlighting social change.	Linking to previous studies on Oceans and World Geography. The building and sinking of the Titanic is a significant event on our history. The children will learn about life at the time. They will research passengers from different parts of the ship. Their lives and choices available to them. The children will learn about the developments in ship construction and look into development of Titanic II.	(Following the Year 5 short study of WWI) Bishop Auckland in World War II. The children will look at how the events of WWII affected life in our area. Focusing on 'Life back home' Changes to work practices once the men were at war – the evolution of women's roles during the war. Rationing and its effect on life. Children in the war – learning about how their lives differ or are similar to the children now.
Skills Covered In Each Unit			
	<p><b>Historical Terms and Enquiry</b> I can record knowledge using dates and key terms appropriately</p> <p><b>InterpretingHistory</b> I understand the past is represented and interpreted in different ways and give reasons for this.</p> <p><b>Similarities/Differences</b> I can show understanding of the similarities and differences between different periods.</p> <p><b>Significant Events</b> I can give reasons why some events, people or developments are seen as more significant than others.</p>	<p><b>Historical Terms and Enquiry</b> I can record knowledge using dates and key terms appropriately</p> <p>I can analyse a range of source material to promote evidence about the past.</p> <p><b>Causes and Consequences</b> I can begin to offer explanations about why people in the past acted as they did.</p> <p><b>Similarities/Differences</b> I can show understanding of the similarities and differences between different periods.</p> <p><b>Significant events</b> I can give reasons why some events, people or developments are seen as more significant than others.</p>	<p><b>Historical Terms and Enquiry</b> I can record knowledge using dates and key terms appropriately</p> <p>I can analyse a range of source material to promote evidence about the past.</p> <p>I can construct responses by selecting and organising relevant historical data.</p> <p><b>InterpretingHistory</b> I understand the past is represented and interpreted in different ways and give reasons for this</p> <p><b>Causes and Consequences</b> I can begin to offer explanations about why people in the past acted as they did.</p> <p><b>Similarities/Differences</b> I can show understanding of the similarities and differences between different periods.</p>
Chronology Continuity and Change	<p><b>Across all focussed enquiries and History study in Year 6</b></p> <p>I can put events, people, places and artefacts on a time line.</p> <p>I can use correct terminology to describe events in the past.</p> <p>I can describe and make links between main events, situations and changes in periods of history.</p>		